

Pearson End-point Assessment for Large Goods Vehicle Driver (LGV) Level 2

Specification date: November 2020

First assessment date: December 2018

Issue 2

About Pearson

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This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Publication code VQ000024

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Summary of changes to Pearson End-point Assessment for Large Goods Vehicle Driver (LGV) Level 2 specification Issue 2

Summary of changes made between previous issue and this issue	Page number
<p>The grade boundary for Distinction has been superseded for the practical assessment by more recent guidance from NSAR, which states that:</p> <ol style="list-style-type: none">1. Pass level performance in the practical assessment is established when all Pass criteria are demonstrated.2. Distinction level performance in the practical assessment is established when all Distinction criteria are demonstrated, as well as the Pass criteria.	7, Error! Bookmark not defined. 3, 28

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 The Large Goods Vehicle Driver Apprenticeship

What are Pearson End Point Assessments?

End-point assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway, and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learnt throughout the apprenticeship programme.

The EPA in this specification relates to the Large Goods Vehicle Driver apprenticeship.

Purpose

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a large goods vehicle (LGV) Driver.

LGV drivers drive in a safe and fuel-efficient manner, ensuring that the right products are delivered at the right time, to the right location, at the correct temperature if needed, with the correct documentation and within the shortest lead times. Drivers are responsible for maintaining the integrity of load and vehicle through following the correct procedures for restraint, road, health and safety. They may work in one or more sub-sectors, including shipping, removals, import/export, freight, hazardous goods and food. LGV drivers deliver to a range of settings, such as warehouses, shops and private homes, and their customer base will range from large global organisations to sole traders and private customers. They may be required to work in shifts and will usually work alone. They operate in many different localities, such as inner cities, towns, and rural locations.

LGV drivers communicate with a wide range of people and customers and strive to meet expectations by providing a quality service that encourages repeat business – showing drive and energy even when challenges arise. Individuals in this role are highly competent in using industry-recognised systems (such as systems for reporting defects) and associated services, for example customer specifics on packaging or labelling, and are able to work under pressure to tight deadlines.

The purpose of this end-point assessment is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a large goods vehicle driver.

Industry support and recognition

Pearson has worked in close collaboration with experts from training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

Training providers that have worked with us include those represented by the National Logistics Academy.

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2 Summary of End-point Assessment

EPA Title	Pearson End-point Assessment for Large Goods Vehicle Driver (LGV) Level 2
First Pearson assessment	01/12/2018
Components	Component 1: Knowledge and Behaviours Test Component 2: Practical Driving assessment. <i>Refer to Section 5 for detailed information about each component.</i>
Grading	Pass/Distinction <i>Refer to Section 3 for detailed information.</i>
Duration of apprenticeship programme	The minimum duration for this apprenticeship before the end-point assessment is 12 months. This is so that apprentices can complete a period of learning and associated assessments; but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competences.
Gateway requirements	<ul style="list-style-type: none"> • Employer confident that the apprentice is ready • English and mathematics certificates (L1 or above) • English and mathematics attempted (L2) • Category C Driving Licence
Time period for completion of EPA	Typically a maximum of three months.
Apprenticeship certification	The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation (EPAO), Pearson will claim certificates on behalf of apprentices.

3 EPA structure

Level 2 Large Goods Vehicle Driver end-point assessment

The EPA for the Large Goods Vehicle Driver apprenticeship consists of the following two assessment components:

- Knowledge and Behaviours Test
- Practical Driving assessment.

The table below gives a summary of the structure of the end-point assessment.

End-point assessment components	Duration	Weighting %	Component grading
Knowledge and Behaviours test	1 hour	50%	Pass/Distinction
Practical Driving assessment	1 hour 30 minutes	50%	Pass/Distinction

Apprentices will usually take the Knowledge and Behaviours Test and the Practical Driving Assessment on the same day.

There is detailed information about each of these end-point assessment components in *Section 3: End-point assessment components*.

EPA Grading

The grading for this EPA is Pass/Distinction based on the apprentice's combined achievement of the specified grading criteria across both assessment components.

The table below shows how the grade for the end-point assessment is determined.

End-point assessment grade	Grade requirements
Pass	The apprentice must achieve: <ul style="list-style-type: none">• a minimum of 70% of the available marks in the Knowledge and Behaviours Test• all pass performance criteria in the Practical Driving Assessment.
Distinction	The apprentice must achieve: <ul style="list-style-type: none">• a minimum of 90% of the available marks in the Knowledge and Behaviours Test• all pass performance criteria plus all distinction performance criteria in the Practical Driving Assessment.

A pass mark for the end-point assessment will only be awarded where the learner has achieved 70% in the knowledge assessment and all pass criteria in the practical assessment.

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in Annexe B.

Language of assessment

Apprentices must use English only during the assessment of this EPA.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

Gateway

Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe B*.

Employers must complete a *Gateway Declaration Form* (see *Annexe A*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

Apprentices must be registered on ACE360 to enable gateway documents to be uploaded and confirmed. The apprentice must have had gateway confirmed to enable them to progress into EPA assessment.

5 End-point Assessment Components

Component 1: Knowledge and Behaviours Test

Structure

The table below gives information about the nature of the test items, duration, number of marks and grading of the Knowledge and Behaviours Test.

Multiple Choice Test	
Summary	<p>The test consists of short-answer questions.</p> <p>Section A consists of discrete 1-mark or 2-mark short-answer questions relating to knowledge outcomes 1–16. Section A is worth 22 marks in total.</p> <p>Section B consists of two scenarios with 1-mark or 2-mark short answer questions, relating to behaviour outcomes 1–6.</p> <p>Each scenario assesses three behaviour outcomes and is worth 4 marks.</p> <p>Section B is worth 8 marks in total.</p>
Duration	60 minutes
Number of marks	30
Grading	<p>Pass/Distinction</p> <p>To achieve a pass, the apprentice must achieve a minimum of 70% of the available marks</p> <p>To achieve a distinction, the apprentice must achieve a minimum of 90% of the available marks</p>
Preparation	<p>Tutors and apprentices must use the resources published in the <i>EPA Resource Pack</i> to support their preparation. These resources include the full content that needs to be delivered during on-programme.</p>

Multiple Choice Test	
Delivery and conduct	<p>This test is currently available in a paper-based format. We will discuss the set up and delivery of the tests with the employer/training provider, as part of our planning discussions.</p> <p>Apprentices must be registered on ACE360 to enable gateway documents to be uploaded and confirmed, prior to the test being booked. As the test is an EPA component, the apprentice must have had gateway confirmed to enable them to progress into EPA assessment.</p> <p>Registered apprentices will then need to be entered for specific testing sessions. The employer/training provider should ensure that apprentices are adequately prepared before each test attempt. Paper-based assessments must comply with the requirements set out in Pearson's Pearson EPA Onscreen and Paper-based test delivery requirements document, which will be provided to the employer/training provider alongside this specification.</p>
Sample Assessment Materials	<p>Sample assessment materials (SAMs) are provided for the Knowledge and Behaviours Test. These SAMs give an example of what the actual test will look like in terms of the feel and level of demand. The SAMs show the range of possible question types that may appear in the actual tests and give a good indication of how the tests will be structured.</p> <p>While SAMs can be used for practise with apprentices, as with any assessment, the content covered and specific details of the questions asked will change in each version of the Knowledge and Behaviours Test.</p>

The Knowledge and Behaviours Test contributes 50% to the overall end-point assessment grade.

Standards Assessed

The Knowledge and Behaviours Test is a paper-based short-answer test that assesses apprentices' knowledge and understanding across all areas of the Apprenticeship Standard, in line with the Assessment Plan requirements.

The test will assess the following knowledge outcomes and behaviours from the Apprenticeship Standard.

Outcome number	Apprenticeship Standard outcomes: Knowledge
1.	Safe and controlled driving techniques relating to the LGV
2.	Safe use of equipment and machinery
3.	How to prepare the vehicle for driving
4.	How to protect the vehicle and its load
5.	How to plan for a journey and delivery
6.	How to use relevant technology
7.	How to use relevant IT applications
8.	Relevant regulation and legislation governing the supply chain industry
9.	The structure of the industry
10.	The importance of delivering excellent customer service
11.	Understand proposed and actual changes to systems, processes and technology
12.	The environmental impact of the industry and how it can be minimised
13.	The implications their role may have on their health and actions that can be taken
14.	The implications of city restrictions
15.	How to drive alongside vulnerable road users
16.	How to process returned and rejected goods

Outcome number	Apprenticeship Standard outcomes: Behaviours
1.	Establish a good rapport with customers and colleagues
2.	Work effectively in a team
3.	Demonstrate integrity, credibility and honesty
4.	Demonstrate a positive and professional attitude
5.	Demonstrate willingness to accept change
6.	Demonstrate effective communication

Component 2: Practical Driving Test

Structure

The table below gives information about the context, duration and grading of the Practical Driving Assessment.

Practical Driving Test	
Summary	The apprentice will be observed in their normal work environment (or realistic work environment), planning their journey, preparing the vehicle and load, driving safely and efficiently and controlling the vehicle, and demonstrating how they would protect the vehicle and load.
Duration	1 hours 30 minutes
Grading	Pass/Distinction For a pass, the apprentice must achieve all pass performance criteria. For a distinction, the apprentice must achieve all pass performance criteria and all distinction performance criteria. The grading criteria for this component can be found in the assessment plan in <i>Annexe B</i> .
Preparation	Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.

Practical Driving Test	
Delivery and conduct	<p>It is important that this information is shared with apprentices before they undertake the assessment.</p> <ol style="list-style-type: none"> 1. The assessment takes place in the apprentice's regular working environment. The apprentice's employer will tell them when the practical assessment will take place. 2. The Practical Driving Assessment lasts for approximately 1 hour 30 minutes. 3. The Practical Driving Assessment will be conducted by the IEA, who will judge the apprentice's performance against the performance criteria. 4. The IEA reserves the right to intervene or end the observation should the apprentice pose risk to themselves or others. 5. The IEA will make notes while conducting the observation. 6. Where it is not possible to directly observe a particular skill because of limitations of the assessment context, then the apprentice will be asked situational 'what if' questions in order to collect the necessary evidence for the assessment. 7. The IEA will prompt the apprentice to justify any decisions taken regarding ways of working. 8. Employers should give the apprentice relevant information on the journey they must plan, including destination, expected time of arrival, vehicle and load. 9. The IEA will invigilate the apprentice completing their journey plan before observing them preparing the vehicle and load, and accompanying them on the journey. The apprentice must follow their planned route when driving the vehicle.
Assessment	<p>The IEA will review the apprentice's responses against the Pass and Distinction grade criteria using the evidence requirements in the <i>EPA Resource Pack</i> as guidance.</p>

The Practical Driving Assessment contributes 50 per cent to the overall end-point grade.

Standards Assessed

The Practical Driving Test involves the Pearson independent end point assessor (IEA) observing the apprentice planning a journey, preparing the vehicle and load, and driving and controlling the vehicle in on-road situations. The purpose of the test is to assess the apprentice's skills and behaviours related to specific areas of the Apprenticeship Standard.

The observation will assess the following skills outcomes of the Apprenticeship Standard.

Outcome number	Apprenticeship Standard skills outcomes
1.	Plan routes effectively.
2.	Prepare the vehicle and load for deliveries.
3.	Use and position vehicle fitted equipment.
4.	Use relevant equipment and machinery safely.
5.	Use basic IT systems.
6.	Drive safely and efficiently on public and private roads.
7.	Control the vehicle in all traffic situations.
8.	Protect the driver, vehicle and load.
9.	Comply with relevant systems and processes (legislation and regulation).
10.	Maintain the health, safety and security of people at all times.

6 Delivery of End-point Assessment

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

All components of the end-point assessment must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

The apprentice must attempt all components of the end-point assessment on their first attempt, i.e. reassessment for a given component is permitted only after all components have been attempted.

Apprentices who achieve a Pass grade cannot complete a reassessment simply to achieve a higher grade.

Details on retake funding can be found within the ESFA funding rules:

www.gov.uk/guidance/sfa-funding-rules.

The number of times an apprentice is permitted to be reassessed within the 12-month timeframe is determined through discussion between the employer and Pearson.

For additional EPA-specific requirements, refer to the assessment plan in *Appendix B*.

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *EPA enquiries and appeals process* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic
- all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please [visit www.legislation.gov.uk](http://www.legislation.gov.uk)

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment then this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

8 Further information

We have a dedicated account support team, across the UK, to give you more personalised support and advice. To contact your account specialist:

Email: wblcustomerservices@pearson.com
or use the self-help portal to find help or ask a question
qualifications.pearson.com/en/contact-us/wbl.html

Telephone: 0844 576 0045

Visit our 'Contact us' pages for details of other contacts:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandcolleges.co.uk

Documents that further support the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

9 Glossary

Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on www.gov.uk .
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that end-point assessment organisations must follow when assessing the EPA.
Cut Score	The standard mark set for a multiple-choice test pass/ merit/ distinction that remains in place for a period of time, usually the life of the EPA. These may be stated on the assessment plan or determined internally by Pearson.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Components	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four components that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their end-point assessment. There are requirements for maths and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. 20% of on-programme is required to be off-the-job training.
Retake	An apprentice requires further learning after failing a component before they can be re-entered for it.
Resit	An apprentice fails a component but is able to be re-entered immediately without any further learning.

Trailblazer group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

PRE-PUBLICATION DRAFT

Annexe A: Gateway Declaration Form

Apprentice name:		
On-programme start date:		
Gateway date:		
Evidence	Y/N	Comments (if applicable)
English and maths certificates (L1 or above)		
English and maths attempted (L2)		
Category C Driving Licence		

Employer declaration

I confirm that the apprentice has:

- achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship
- achieved the prerequisites listed above and is ready for their end-point assessment.

Name: _____ Date: _____

Signature: _____

Apprentice declaration

I confirm the gateway evidence is my own and I agree to be put forward for my EPA.

Signature: _____ Date: _____

Annexe B: Large Goods Vehicle (LGV) Driver Trailblazer Apprenticeship Approach to Assessment

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 - 4 Gateway for progression to end point assessment
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 - 7 Quality assurance
 - 8 Ensuring independence and impartiality
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 - 11 Affordability and sustainability
 - 12 Manageability and feasibility
- Appendix 1 Learning outcomes
- Appendix 2 Roles and responsibilities – **who** will carry out the assessment

1. Introduction and Overview

The apprenticeship standard for Large Goods Vehicle (LGV) Driver was designed by employer representatives of the supply chain and logistics industry, and is suitable for apprentices employed in a wide variety of organisations.

This apprenticeship provides the foundation knowledge, skills and experience for the role of LGV Driver within occupational areas in the supply chain and logistics industry.

LGV Drivers are responsible for ensuring that the right products are delivered at the right time. They are skilled and careful drivers and maintain the integrity of their load and vehicle at all times. LGV Drivers will deliver to a range of settings, such as warehouses, shops and private homes, and their customer base will range from large global organisations to sole traders and private customers. They may be required to work in shifts and will usually work alone. They operate in many different localities such as inner city, towns, and rural locations.

They may work within one or more subsectors, including: shipping, removals, import/export, freight, hazardous goods, and food.

Employers likely to use these standards include:

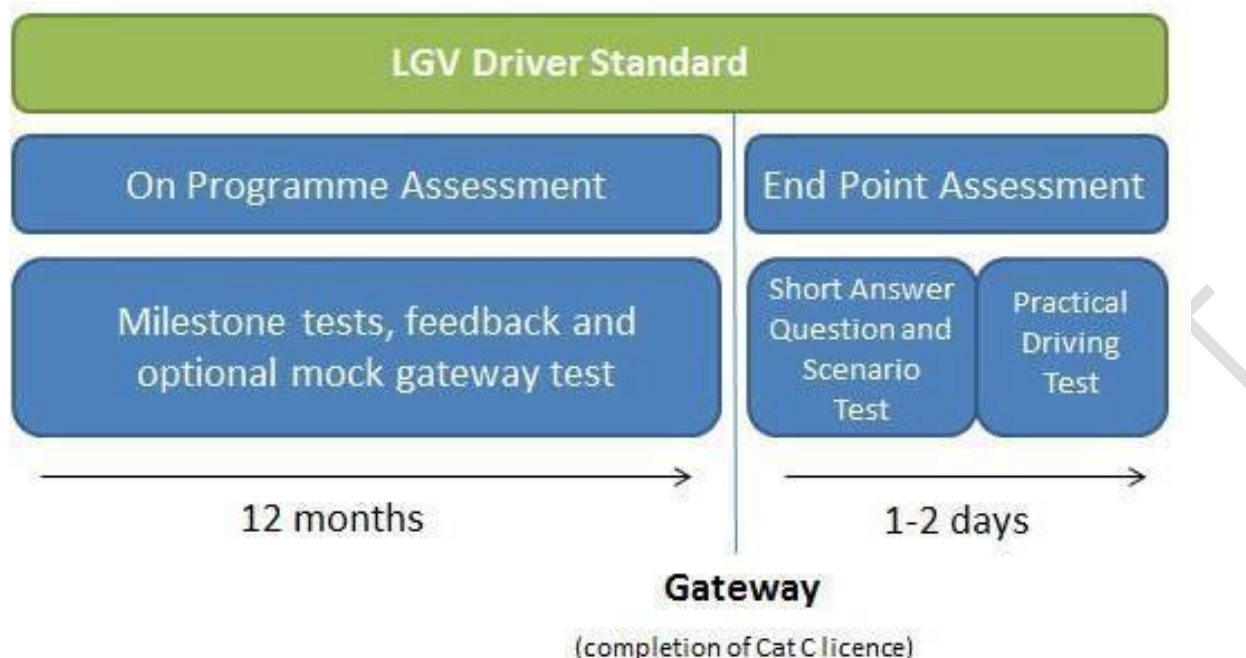
- public, private and voluntary organisations
- the armed forces, which offers apprenticeship programmes in a number of logistic roles
- small to medium-sized specialist supply chain organisations who employ a small number of apprentices as core and/or support staff to provide the skills for growth
- larger specialist supply chain organisations
- small to medium sized non-supply chain organisations, who may employ a small number of apprentices
- larger non-supply chain organisations, who may take on a handful of apprentices.

The approach to assessment has been designed to be appropriate, manageable and valid in a range of contexts while also ensuring consistency.

Employers have adopted the following basic principles to inform the approach:

- the apprenticeship should add real value to the apprentice and the employer, by developing the apprentice to such a point as they're able to start in a career in the industry, not just get a job.
- The apprenticeship should be manageable, cost-effective and appropriate for all employers within the industry regardless of size.
- The assessment process should confirm full competence within the relevant occupation, with differentiation given for those high-performing individuals.
- The apprenticeship should have maximum relevance to the job wherever possible.
- The apprentice is not over-assessed.

Assessment Overview



2. Content - what is being assessed?

The standards for LGV Driver were developed by the trailblazer employer group, made up of around 50 different employers in this sector. The same group produced a list of learning outcomes which represent the higher order skills and knowledge that should be assessed at end point assessment stage (appendix 1). It is these learning outcomes which must be achieved in order for the apprentice to be deemed a competent LGV Driver. Core occupational competencies include, driving skills, industry expertise, regulation and compliance, product knowledge, systems and processes, quality service delivery, customer communication, planning and prioritising and using systems and processes.

3. On Programme Assessment

The employer and training provider will use the LGV Driver Standard and the list of learning outcomes (appendix 1) to develop a training plan.

Apprentices will be required to demonstrate continuous and sustained progress towards the end point assessment, by completing work as set out by their employer, demonstrating the knowledge and skills required in the relevant role. They will also complete English and maths if required and may achieve nationally recognised vendor or other qualifications if the employer chooses such as licence acquisition, initial Driver CPC and elements of continuing Driver CPC. The on-programme aspect of the apprenticeship is expected to take a minimum of 12 months to complete and should include specific milestones to ensure that the apprentice continues to make good progress towards their end point assessment. We recommend quarterly milestone meetings with the training provider, employer and apprentice to check progress against the standard and for everyone to give feedback. The milestone meetings could take the form of an interview or professional conversation to help develop the apprentice's communication and employability skills. Apprentices may also wish to

compile a portfolio of evidence or a learner journey log to help them keep a record of their progress.

This period of learning and associated assessments must be complete before the end point assessment can take place.

4. Gateway for Progression to End Point Assessment

Quarterly milestone meetings will allow the employer, apprentice and training provider to keep track of progress and will be a good indicator of when the apprentice is ready for their end point assessment. A mock end point test or completed portfolio of evidence may also help.

Apprentices must have completed their Category C driving test before progressing to the end point assessment. This is mandatory for all apprentices. Some employers may also require their apprentices to have completed Cat C+E.

Apprentices must also have completed the relevant English and maths qualifications before attempting the end point assessment.

5. End Point Assessment

The end point assessment will comprise of the following two methods.

Both elements will be equally weighted at 50% of the overall grade and ideally will take place over a one-day period.

i. Knowledge and Behaviours Test

The knowledge test will cover the learning outcomes listed as 'knowledge' in appendix 1. These are higher order learning outcomes taken from the wider LGV Driver standard. The assessment will be externally set and marked by the selected Assessment Organisation and will consist of structured short answer and scenario-based questions (SAQs). This test will be taken under exam conditions and assessed by the selected Assessment Organisation.

The knowledge test will include enough questions to assess the apprentice's understanding of all knowledge based learning outcomes, including at least 2 scenario based short answer questions replicating a real situation that the LGV Driver could come up against. These scenario-based questions will assess how an apprentice would deal with a particular situation relevant to LGV driving and should be used to assess the apprentice's ability to demonstrate the learning outcomes grouped under 'behaviours' in appendix 1. The Assessment Organisation will design a suitable and reliable mark scheme to assess these behaviours. The end point assessment organisation may choose to use scenario-based questions throughout the knowledge test to assess the knowledge and behaviour outcomes in an integrated way.

The test does not need to be written and has the option to be delivered online so long as the employer or test centre has the appropriate technology and we suggest that video clips might make the scenarios more realistic and perhaps easier to relate to. It

is the responsibility of the assessment organisation to design the knowledge test as appropriate including a suitable and reliable mark scheme for assessing behaviours.

To pass this assessment learners will need to demonstrate full competence in the necessary knowledge and behaviours required for an LGV Driver.

Distinction candidates will:

- provide more advanced, sophisticated examples and detailed and relevant responses relating to equipment and machinery and driving techniques
- have a detailed understanding of key concepts, how they interlink and the importance of underpinning knowledge
- recognise the varying impact of different strengths and weaknesses to overall outcomes, and explain effective ways to improve the outcomes or processes
- show detailed planning, organisation and investigatory skills in a well-structured and thorough format
- demonstrate the ability to work to tight deadlines and to review plans.

Distinction candidates may also be more likely to evidence exceptional behaviours. The recommended duration of the knowledge and behaviours assessment is 1 hour.

ii. Practical Driving Assessment:

The practical driving assessment should cover the learning outcomes listed as 'skills' in appendix 1. These are the higher order skills taken from the wider LGV Driver standard. This test will take place in a large goods vehicle or using virtual reality technology if available and will test the apprentice's practical ability to prepare, drive and control the vehicle in various on-road situations. An independent assessor from the selected Assessment Organisation should be in attendance to make the assessment judgement. The selected assessment organisation will produce a test specification and outline the controlled conditions for this practical assessment.

To pass this assessment learners will need to demonstrate full competence in the necessary skills required for an LGV Driver.

Distinction candidates will:

- make fewer errors and start to demonstrate advanced and courteous driving skills for example enhanced application of the Highway Code and defensive and economic driving skills
- go above and beyond what is expected of their role, for example, demonstration of particularly fast, efficient and new ways of working and improved ways of working
- demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials
- complete tasks independently to a level that far exceeds the minimum standard with few or no errors
- select and use appropriate skills and processes, justifying their choices

- be able to challenge where appropriate and identify solutions rather than just problems or issues.

Distinction candidates may also be more likely to evidence exceptional behaviours. The recommended duration of the practical driving assessment is 1 hour.

6. Grading

The apprentice will achieve an overall grade of pass or distinction. The grade will be made up from the two end point assessment methods; the knowledge test and the practical test. Both elements are equally weighted towards the final grade. Grading descriptors will be developed by the Assessment Organisation and standardised by the external quality assurer to outline clearly what a distinction or pass candidate would look like.

A pass candidate will be someone who is fully job ready. They will have met all of the standards for the LGV Driver Trailblazer apprenticeship. They will be able to make their own decisions and complete tasks independently, as a competent member of staff.

A distinction candidate will be someone who goes above and beyond what may be expected of them and provides a faultless drive. A good place to see examples of distinction evidence may be in the behaviours.

We have set the following grade boundaries:

- Distinction – 90+%
- Pass – 70%

These boundaries must be achieved separately in both assessment methods, so a pass mark can only be awarded where the learner has achieved 70% in the knowledge assessment and 70% in the practical assessment.

NB: The above grade boundary for Distinction now applies only to the Knowledge and Behaviour Test.

The above grade boundary for Distinction has been superseded for the Practical Assessment by more recent guidance from NSAR, which states that:

- 1. Pass level performance in the practical assessment is established when all Pass criteria are demonstrated.**
- 2. Distinction level performance in the practical assessment is established when all Distinction criteria are demonstrated, as well as the Pass criteria.**

This means that the stated pass marks (70% and 90%) in the Practical Assessment no longer apply as learners must achieve all criteria.

7. Quality Assurance

Internal – The Assessment Organisation carrying out the end point assessment will be expected to put in place their own quality assurance procedures adhering to best practice and their regulator's requirements. This will include minimum occupational

competence requirements for assessors and markers, annual assessment and standardisation training for markers and assessors and consistency across test conditions.

External – External quality assurance will initially be undertaken by the Institute for Apprenticeships.

National Skills Academy for Rail (NSAR) will take over as EQA provider from 2019.

No profit will be made through conducting this activity.

8. Ensuring Independence and Impartiality

Our approach to delivery and end point assessment demonstrates clear impartiality and independence, with the inclusion of an independent assessor at end point assessment stage. In addition, no single party who has been involved in delivery can make the sole decision on whether the driver is competent. The employer and training provider will jointly make the decision about whether the learning is complete, and the apprentice is ready for end point assessment and an independent assessor will make the final judgement surrounding competency and grading.

The independent assessor will be recruited and trained by the assessment organisation and participation in standardisation activities as organised by the assessment organisation will be mandatory. The independent assessor will take a holistic view of the apprentice's work, as well as the grade to be awarded, based on the evidence provided in the knowledge and practical tests.

9. Delivering consistent, reliable judgements

The assessment methods used for the LGV Driver trailblazer apprenticeship are designed to produce assessment outcomes consistently and reliably, and when combined with the standards which set out what knowledge, skills and behaviours all apprentices must successfully demonstrate, ensure a true comparison between apprentices regardless of their employer or specific role. Training Providers and Assessment Organisations will appear on the relevant SFA register and should have suitable and current experience in the supply chain and logistics sector.

10. Delivering accurate, valid judgements

The assessment methods for the LGV Driver Trailblazer standards have been designed by experts with both sector and educational assessment expertise as the most valid methods of determining competence in this role.

Assessment of apprentices will be based on their individual performance and measured against the skills, knowledge and behaviours as set out in the standards. The elements of the end point assessment build a holistic picture of the individual apprentice's development and performance over the apprenticeship, allowing the independent assessor to judge whether or not the apprenticeship has been achieved, and if performance deserving of a distinction has been demonstrated.

We recommend that Assessment Organisations consider using practices such as double or split marking to strengthen the accuracy and reliability of their assessment judgements.

Assessors should meet the minimum requirements for expertise in assessment principles and practices and occupational competence as laid out by the Assessment Organisation, including the following:

- Assessors must hold the necessary licenses, certificates and/or permits to operate/drive the Apprentice's vehicle such as Cat C1, Cat C or Cat C+E.
- Assessors must satisfy the external verifier that they are occupationally competent in the employment context in which assessment is undertaken.
- When assessment takes place involving the movement and handling of dangerous goods, the assessor must hold a current ADR certificate.

11. Affordability and Sustainability

We have considered the costs and the most appropriate forms of assessment in great detail to ensure that organisations of all types and size are not excluded from hiring and assessing an apprentice. Resits will be kept to a minimum by the gateway requirements. We have selected only two methods of assessment with one of these including integrated assessment of knowledge and behaviours in order to minimise stress and over-assessment for the apprentice, as well as to keep costs down.

Consultation with a number of awarding organisations and training providers has confirmed the costs so they are a realistic estimation. We estimate that end point assessment will make up 10-15% of the overall cost of the apprenticeship.

Centres will also be able to use the Assessment Organisation's Reasonable Adjustments Policy to give additional assistance to meet evidence requirements as needed.

The costs will provide a high return on investment as successful completion of the LGV Driver standard is expected to fill increasing skills gaps in the sector, with expected annual volumes of 600-800 starts annually.

12. Manageability and Feasibility

This approach to assessment has been designed to be viable for both large and small employers, with a wide geographical take-up across a number of different settings.

The fact that there are only 2 methods of assessment will make the assessment more manageable for employers, apprentices and end point Assessment Organisations. We also expect that both the practical and knowledge test could be administered on the same day, meaning that the apprentice would be off-site for the least amount of time possible. The knowledge test could be taken on the employer's premises if it is under exam conditions with an invigilator and the practical driving assessment is something which is feasible and relevant for an LGV Driver.

PRE-PUBLICATION DRAFT

Appendix 1: Learning Outcomes

	Learning Outcomes	Assessed by
Knowledge	Safe and controlled driving techniques relating to the LGV	Short Answer Question (SAQ) Test
	Safe use of equipment and machinery	Short Answer Question (SAQ) Test
	How to prepare the vehicle for driving	Short Answer Question (SAQ) Test
	How to protect the vehicle and its load	Short Answer Question (SAQ) Test
	How to plan for a journey and delivery	Short Answer Question (SAQ) Test
	How to use relevant technology	Short Answer Question (SAQ) Test
	How to use relevant IT applications	Short Answer Question (SAQ) Test
	Relevant regulation and legislation governing the Supply Chain Industry	Short Answer Question (SAQ) Test
	The structure of the industry	Short Answer Question (SAQ) Test
	The importance of delivering excellent customer service	Short Answer Question (SAQ) Test
	Understand proposed and actual changes to systems, processes and technology	Short Answer Question (SAQ) Test
	The environmental impact of the industry and how it can be minimised	Short Answer Question (SAQ) Test
	The implications their role may have on their health and actions that can be taken	Short Answer Question (SAQ) Test
	The implications of city restrictions	Short Answer Question (SAQ) Test
	How to drive alongside vulnerable road	Short Answer Question (SAQ) Test
How to process returned and rejected goods	Short Answer Question (SAQ) Test	

	Learning Outcomes	Assessed by
Skills	Drive safely and efficiently on public and private roads	Practical driving assessment
	Use and position vehicle fitted equipment	Practical driving assessment
	Control the vehicle in all traffic situations	Practical driving assessment
	Use relevant equipment and machinery safely	Practical driving assessment
	Comply with relevant systems and processes (legislation and regulation)	Practical driving assessment
	Prepare the vehicle and load for deliveries	Practical driving assessment
	Protect the driver, vehicle and load	Practical driving assessment
	Plan routes effectively	Practical driving assessment
	Use basic IT systems	Practical driving assessment
	Maintain the health, safety and security of people at all times	Practical driving assessment
Behaviours	Establish a good rapport with customers and colleagues	Scenario based element of SAQ
	Work effectively in a team	Scenario based element of SAQ
	Demonstrate integrity, credibility and honesty	Scenario based element of SAQ
	Demonstrate a positive and professional attitude	Scenario based element of SAQ
	Demonstrate willingness to accept change	Scenario based element of SAQ
	Demonstrate effective communication	Scenario based element of SAQ

November 2020

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